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14 May 1959

MEMORANDUM FOR: OTR School and Staff Chiefs

SUBJECT : DTR's Concept and Fixing of
Responsibilities for War and
Emergency Planning within OTR1. Introduction

Mr. Dulles has proposed to the USIB that each inter-agency body under the Intelligence Board report plans for its operation in its assigned field of responsibility in time of emergency to the Board by 1 October 1959. OTR could be asked for a contribution to CIA emergency planning considerably prior to that date.

2. General

At my request, PPS has prepared this proposed concept and planning procedures guide to meet the wartime and emergency training responsibilities of OTR. This paper presents:

- (a) My concept of how war and emergency planning is to be conducted within OTR.
- (b) Subordinate planning responsibilities and authorities within OTR.
- (c) An outline to guide OTR planning.
- (d) A two-phase planning system consisting of preparatory plans and actions prior to war and wartime or post D-Day plans.

3. Discussion and Delegation of Responsibility

A major flaw in much of the Agency's war planning has been the lack of realistic participation in the planning by the responsible operational officials who will put the plans into effect. To avoid this error within OTR, the Chief of each School and Staff is responsible for preparing plans to insure their functional responsibilities can be continued, intensified, expanded, and accelerated if need be to meet emergency situations.

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4. Policy

The emergency and war planning we want within OTR is not a paper exercise addressed to some hypothetical future global conflict. Our plans must provide for that eventuality, but more pressing is our capacity to support the training demands of contingency situations,

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invasion, etc. In the past year a CIA task force has been alerted four times for possible participation in events of this nature. Simple illustrations of the sort of thing you may already have done are:

- (a) Have you assured yourself that all your subordinates know their role in the OTR emergency evacuation plan?
- (b) Are copies of all key course syllabus, lectures, training aids, etc. being stored regularly and currently as part of the OTR vital documents program? Training Aids? Films?
- (c) Where suitable, have these documents been forwarded together representing a complete block of instruction?
- (d) Is there an experienced assistant instructor capable of taking over each course now being taught to include substituting for guest lectures?

5. Concept

Your concern at this time is to inventory your responsibilities and capacities to meet them, to insure that OTR can keep on doing what it is doing and where need be take on additional tasks required by an emergency. On the strength of that inventory, you should take whatever action you (the School, Staff, Faculty, or course chief concerned) can at this time to prepare for the continuation and reasonable expansion of your fundamental responsibilities. To do this, you should draw up plans divided into two phases. These phases are Preparatory Actions and Wartime Actions.

6. Preparatory Actions

This should state all actions that can be taken now within present budgetary, personnel, Agency regulations, and other limitations to prepare for contingencies. If you need additional means to take on some preparatory task you can handle now, state what you need for what purpose. Your preparatory plans should include all that you feel should and can be done prior to D-Day to be put into effect now.

7. Wartime Actions

This phase should envision the expansion, intensification, or even discontinuance of certain of your present activities after the emergency occurs. It should include functions not now engaged in which you believe you would have to undertake after D-Day. For example, would all JOT's need training in order-of-battle information or photographic interpretation? Are instructors available to teach these courses? If not, how many do we need? If you know specific individuals whom you would want, let's earmark them for either our civilian or military reserve programs. In the

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8. Implementation

FPS will be responsible for concept, outline plans, and guidance to the other Staffs and Schools for their detailed planning and implementation in preparatory emergency activities. School and Staff plans will be submitted to FPS for review and consolidation into an OTR master plan within 60 days of the receipt of this memorandum. During this review FPS will verify:

- (a) That the plan is in support of a CIA-approved requirement.
- (b) That the most economical approach has been taken from the use of manpower and facilities viewpoint.

(c) That the plan can or cannot be consolidated with similar plans or requirements within OTR or training activities conducted by individual components of the Agency.

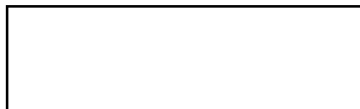
9. Support Staff Responsibilities

With PPS guidance, the Support Staff will assist the School and other Staff Chiefs in planning support requirements. These plans will conform in general to the attached outline.

10. Collation of Faculty and Course Plans Within Schools

Upon receipt of this paper, Chiefs of Schools and Staffs should notify PPS who will be responsible for the collation of the various subordinate plans within their sphere of activity.

11. Please read the attached outline and explanation of the outline.



MATTHEW HARRD
Director of Training

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S-E-C-R-E-T

OUTLINE

MISSION (statement of)

I. PREPARATORY ACTION

- A. General**
- B. Organization**
- C. Responsibilities**
- D. Personnel Requirements**
- E. Administrative**
- F. Stockpiling**
- G. Communications Support**
- H. Technical Support**
- I. Other Support**
- J. Language Requirements**
- K. Coordination**

II. WARTIME ACTION

- A. General**
- B. Organization**
- C. Responsibilities**
- D. Personnel Requirements**
- E. Administrative**
- F. Stockpiling**
- G. Communications Support**
- H. Technical Support**
- I. Other Support**
- J. Language Requirements**
- K. Coordination**

B. Organization

A T/O of what you now have doing the job.

C. Responsibility

Fix and delegate authorities as required. For example:

<u>Activity</u>	<u>Action By</u>
Review and approval of area division training annexes to Global War Plan.	PPS War Planner
Preparation of lists of personnel assigned to Agency and OTR relocation centers.	Personnel Officer/TR
Insure that all OTR personnel read CIA Emergency Plan and Agency Notice <input type="text"/> regularly and are aware of what they must do in the emergency, especially how they will eventually arrive at the OTR relocation center.	Chiefs of Schools and Staffs
Selection of training materials for emergency training kits.	To be designated by School Chief concerned.

D. Personnel Requirements

Any additional people needed to have a pre-D-Day capability.

On board:

1. Staff employees

3. Contract employees.

Standby Reserve:

1. Cleared contract employees
2. CIA civilian reserves

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E. Administrative

Any special considerations or procedures; such things as:

Movement overseas or recall of OTR careerists from
rotational assignments.

Budget, if required.

Vital documents and records preservation.

Other pertinent considerations which occur to you.

F. Stockpiling

Logistic considerations; for example, portable base requirements,
training aids and kits.

G. Communications Support

(If required.)

H. TES Support

(If required.)

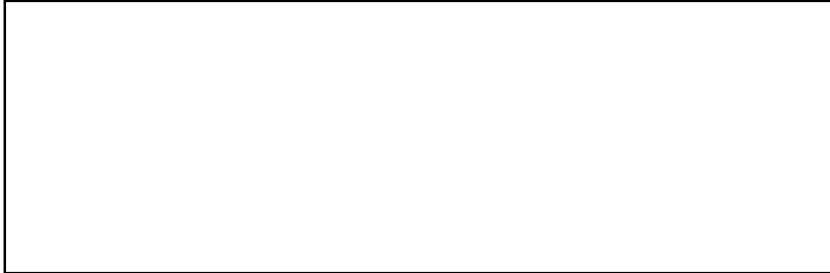
I. Other Support

(For example, sufficient OSI lecturers for an accelerated S&T Course.)

J. Language Requirements

OTR present linguistic capability and wartime requirement to
support accelerated training programs in the likeliest areas of
operations.

K. Coordination



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II. **WARTIME ACTION**

1. The purpose of this section is to set out the additional means you think you will need to continue your own function and expand to meet the wartime demands of CIA and military demands. ~~The following is extracted for your guidance from the 30 December 1958 Military Support Annex to the Top Secret CIA Global War Plan.~~

"TRAINING SUPPORT POLICIES

Mission and Concept

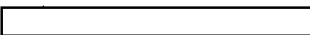
a. Mission: The training mission of CIA is to plan for and conduct training in such a manner as to:

(1) Prepare CIA  personnel prior to D-Day for their wartime responsibilities in clandestine military support operations.

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(2) Provide in wartime, instructors, curricula, training materials and facilities for the establishment of training programs required by the CIA Commanders.

b. Concept of Training:

(1) Training at headquarters  will be expanded.

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d. Disregard area division assets such as in 25X1A6A
your planning. PPS will include these in an OTR paper on the over-all
CIA training support of wartime activities.

II. WARTIME ACTION (cont.)

A. General

A general statement of how you think the activity will contrast with the
peacetime function. In general, you can probably say the wartime function
will be the same as the peacetime function with the exception of
so and so. Review the current objectives, prerequisites, enrollment,
and duration of the course. Modify them to complete the instruction
as rapidly as possible while still maintaining what you feel will be
minimum acceptable training and security standards. An example of
the statement of a wartime function might be as follows:

This function covers the development of an accelerated
staff training program to train approximately employees 25X9
during the first three months of war. To train employees 25X9
in three months, the DTR must be in a position to modify the
training requirements of all additional personnel after D-Day to
meet the need determined necessary at that time. With this in
mind, the following standards and criteria appear to meet minimum
need: Here work in your estimates along the following lines. Any
number of things, such as lack of sufficient instructor personnel,
emergency deadlines to support military plans, increased demands
from other components of our Government or allied governments, etc.
may require a relaxation of current training standards. On the other
hand, we recognize that OTR must be careful not to relax training
standards below minimum performance levels of security and efficiency.
It is believed, therefore, that OTR may have to offer courses aimed at
attaining different levels of training proficiency. For example, the
continuation or acceleration of the present JOT instruction to meet
post-war needs of the Agency, while on the other hand, mass producing

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or other functional experts with a minimum length of intensified instruction. Other types of training might be interim training of personnel already with the Agency to meet shifts in assignment or job emphasis tailor-made to meet special requirements, such as the operational expert given rush language training to equip him to serve in a particular geographic area, or the reverse, the language expert trained in an operational specialty. Mobilization or rush training of new employees could become our major activity. In addition, there may be special training programs.

B. Organization

A T/O showing what you believe you need to do the job as you envision it after D-Day.

C. Responsibility

Fix and delegate authorities as required. Include who will take over if Chief is a casualty.

D. Personnel Requirements

This should take the form of breaking down your wartime T/O into total wartime requirements for:

Civilian employees by grade and job title.

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E. to K.

The explanations of Wartime Requirements E to K are essentially the same as explained for the Preparatory phase plus your estimate of the increase in support facilities or activities required after D-Day.